LESSON PLANS

Food Education and Sustainability Training	
Year	*Year 5 and Year 6*
Weeks	*10 weeks (1.5 – 2 hours/week)*
Timing	
Teacher	

Contents

Please note we recommend you review external sources to ensure they are appropriate for your audience.

Unit Overview

This unit uses a STEM lens and integrates both theoretical and practical learning.
Students will investigate what goes into producing and preparing healthy food and all the things we can do to avoid food waste. Students will investigate why food waste is an issue in Australia and other parts of the world by exploring: what food waste is, different ways to cook using food that would otherwise be wasted, how to prepare and select ingredients from different food groups, ways to design and create recipes to educate others about healthy eating and preventing food waste.
The design brief uses hand illustrated drawings, food photography and/or digital technologies, to explain and document the foods and processes used in creating recipes. Students then create presentations to educate others about the ways to cook with food that might otherwise go to waste.

This unit provides students with an opportunity for an integrated STEM approach to teaching and learning. This is implemented through the application of scientific skills and a process to identify a need, research, and develop a design solution, work collaboratively, and to document, present and evaluate their solution. Students use mathematical terminology and conventions when estimating quantities, measuring foods, budgeting, and cooking. Both design and mathematical processes are used when designing the recipe pages for a 'School Cookbook'.

Key inquiry questions include:

- Why is it important to be aware of food waste?
- What human behaviours can reduce food waste in the home or at school?
- What are some of the ways food is wasted on a local and global level?
- Where does food come from and how can we make informed healthy food choices?
- How do we prepare, cook, and eat nutritious food in a sustainable manner?
- How can we create recipes that can educate others about healthy eating and preventing food waste?
- How can we apply the processes of "Working Scientifically" and "Design and Production" to devise food waste solutions?

Assessment

Assessment for Learning	Assessment as Learning	Assessment of Learning
Pre-assessment Student's knowledge about food waste.	Students produce a variety of work samples, including designated assessment activities. These should be evaluated to determine students' level of achievement and understanding. Student understanding may be assessed using observational checklists, anecdotal records, and analysis of contributions to class discussions.	Students engage in peer assessment, based on jointly derived criteria for activity completion. Student understanding may be assessed using observational checklists, anecdotal records, and analysis of contributions to class discussions.

Adjustments	
☐ Consideration to teaching CTT ☐ Consideration to environment CTE ☐ Consideration to lesson delivery CTLD ☐ Consideration to instructions CTI ☐ Consideration to printed material CTPM ☐ Consideration to time management and organisation CTTM&O	☐ Consideration to content CTC ☐ Consideration to class discussions CTCD ☐ Consideration to written responses CTWR ☐ Consideration to reading tasks CTRT ☐ Consideration to assessment CTA ☐ Other _____

Learning Goals	Cross Curricular Priorities
▪ *Identify their understanding of the design challenges set and provide an oral definition of the task.* ▪ *Identify why it is important that we are aware of food waste.* ▪ *Identify what human behaviours can reduce food waste in the home and at school.* ▪ *Identify where food comes from and what food waste is and how to make informed healthier food choices; different ways to prepare, select and cook ingredients from different food groups, and ways to design and create recipes to educate others about healthy eating and preventing food waste.* ▪ *Write a design brief.* ▪ *Explore how to reduce food waste by using 'Working Scientifically' and 'Design and Production' skills.* ▪ *Hypothesise, invent, and create recipes, using STEM thinking and STEM challenge activities.* ▪ *Make predictions about recipes that can be created with food that might otherwise be wasted.* ▪ *Investigate the effects of food waste.* ▪ *Develop design techniques and research skills whilst referring to a design brief.* ▪ *Design and make a range of recipes using food that might otherwise be wasted.* ▪ *Write procedures.* ▪ *Create labelled drawings explaining processes and products used in assigned solutions.* ▪ *Present final designed solutions to an audience.* ▪ *Reflect and evaluate feedback.*	☐ Asia and Australia's engagement with Asia ☒ Aboriginal and Torres Strait Islander histories and cultures ☒ Sustainability

General Capabilities	
☒ Critical and Creative thinking ☒ Ethical understanding ☒ Digital Literacy	☒ Intercultural Understanding ☒ Literacy ☒ Numeracy ☒ Personal and Social Capability

Vocabulary

Key terms include: breakfast, change makers, cheese, cooking, create, cookbook, dinner, dipping, design, eggs, excess food, food waste, fruit, fish, food photography, food groups, flavour, grains, health, healthy eating, healthy fats, heating, hygiene, imported food, ingredients, labelled drawings, lunch, leftover food, legumes, lean meat, local food, milk, mixtures, mixing, make, nutrition, nuts, OzHarvest, poultry, portions, procedures, rescued food, recipes, sustainability, safety, seeds, serves, seasonal food, vegetables, yoghurt

Online Resources
OzHarvest (2020) FEAST Teacher Resources. https://education.ozharvest.org/teacher-resources/ OzHarvest (2020) FEAST Student Resources. https://education.ozharvest.org/student-resources/ OzHarvest (2020) The Carrot Journey. https://youtu.be/LGMmweLdw0Q ABC Splash (2017) Food Waste. https://www.abc.net.au/btn/classroom/waste-ban/10526432 ABC Behind The News (2020) Food Waste. https://www.abc.net.au/btn/newsbreak/btn-newsbreak-20200213/11963416 Save the Food Ad Council (2016) Life of a Strawberry. https://www.youtube.com/watch?v=CLFOK4U34wI OzHarvest (2014) OzHarvest Story. https://www.youtube.com/watch?v=3ZBo0axQcMQ OzHarvest (2018) We are OzHarvest. https://www.youtube.com/watch?v=ZKTZBOq4Brw OzHarvest (2022) Food Waste Explained. https://www.youtube.com/watch?v=wgLuXvtaLyQ OzHarvest (2018) Food Fighter Sydney Harbour. https://www.youtube.com/watch?v=sk09b0B_3UM OzHarvest (2021) Food Waste Facts. https://www.ozharvest.org/food-waste-facts/ OzHarvest (2020) Fight Food Waste saving habits. https://www.ozharvest.org/fightfoodwaste/what-to-do/ Woolworths (2021) Top Five Wasted Foods. https://www.woolworths.com.au/shop/discover/food-savers/top-5-wasted-household-food-items OzHarvest (2023) FEAST Free Resources. https://education.ozharvest.org/free-resources/ OzHarvest (2023) Use It Up Recipes. https://www.ozharvest.org/use-it-up/tips/ Future Focused Learning (2023) Living Solution Fluency Process. https://blog.futurefocusedlearning.net/living-solution-fluency-process Australian Government (2017) Eat for Health. https://www.eatforhealth.gov.au/food-essentials/five-food-groups Australian Government (2017) Guide to Healthy Eating. https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating ABC Splash (2017) Where does honey come from? https://www.abc.net.au/education/for-the-juniors-where-does-honey-come-from/13500332 ABC Behind the News (2014), Brussel Sprout. https://www.abc.net.au/btn/classroom/brussels-sprout/10528162?jwsource=cl ABC Splash (2017) Milk, from the dairy to the shop. https://www.abc.net.au/education/for-the-juniors-milk-from-the-dairy-to-the-shop/13500334 ABC Splash (2017) Where does bread come from? https://www.abc.net.au/education/for-the-juniors-where-does-bread-come-from/13497916 Streintrager, M. (2017) Apple peel don't toss it. https://www.today.com/food/dont-toss-it-tips-how-serve-every-part-plant-t16331 OzHarvest (2021) How to use a box grater. https://youtu.be/_Wxr1b1S0UE OzHarvest (2021) How to crack and whisk an egg. https://youtu.be/ilvAw9KPpqU OzHarvest (2021) How to knead and shape dough. https://youtu.be/B2lawOkTgZk OzHarvest (2021) How to measure ingredients. https://youtu.be/vQBI7Al5mvg OzHarvest (2021) Knife safety. https://youtu.be/rNAf4npfgUw OzHarvest (2021) Knife Skills: Chopping, Slicing and Dicing. https://youtu.be/4MpHqYN_FLE

Lesson Sequence			
Lesson Theme / Aust Curriculum outcomes	**Solution Fluency**	**Students learn to/about**	**Teaching & Learning**
LESSON 1: The Essential Question and Scenario Science AC9S5H01 AC9S6H01 AC9S5H02 AC9S6H02 AC9S5I01 AC9S6I01 AC9S5I02 AC9S6I02 AC9S5I03 AC9S6I03 AC9S5I04 AC9S6I04 AC9S5I06 AC9S6I06 Technologies AC9TDE6K03 AC9TDE6K04 AC9TDE6K05 AC9TDE6P01 English AC9E5LY04 AC9E6LY04 AC9E5LY05 AC9E6LY05 Mathematics AC9M5ST03 AC9M6ST03 HASS AC9HS5K08 AC9HS6K08	Define	Food waste is a devastating and widespread national issue, which costs an estimated $36.6 billion to the Australian economy each year. Food waste is when any food that could have been eaten by people is wasted or thrown away. Food is wasted every day along the whole food supply chain from grown, during transportation, in the packaging and manufacturing process, at the supermarkets and above all, in our homes. Prior to the lesson, students should demonstrate appropriate knowledge, understanding and skills in posing suitable questions and data collection. The teacher defines the main question and shares the scenario that is the focus of the unit.	Individual student activity: Pre-program survey. Please complete the online student pre-program surveys (this should take 10-15 minutes). The link will have been emailed to you prior to the start of the program (please contact feast@ozharvest.org if you haven't received the link). You will need access to a device per student. The Essential Question for this unit: What does it take to produce and prepare healthy food and how can we avoid food waste? Recommended activities: Introduction and prior knowledge: Find out what students think of when they hear the phrase 'food waste'. › **View** video about food wastage by ABC Education (3:06 min) and discover information about how much food Australia and other nations throw away each year, what we can do to consume food more responsibly and sustainably, and how we can re-direct food that would otherwise be wasted. Students discuss and record features of the video. › **Watch and listen** to Life of a Strawberry by Save the Food Ad Council (1:53min) and follow the journey of a strawberry from the farm to the refrigerator to understand all that it takes to bring food to the table. › **Class discussion** about the types of recipes that might be made using foods that would otherwise be wasted at home. › **Brainstorm and record** the different foods students know are wasted at home and/or school that could be cooked. **Collate** students' ideas and display for future reference. Student's task for this unit is to design, make and launch a 'School Cookbook' to educate the school community about healthy eating and preventing food waste. Students are encouraged to become change makers in their homes and communities. They use STEM thinking to explore how food is produced, prepared for healthy eating and why food waste is a global issue. In doing this, students explore OzHarvest recipes. Then design their own recipe that uses food that might otherwise go to waste and explain how it addresses food waste and healthy eating.

		Students illustrate understanding of the challenges set out in the scenario and provide an oral definition of the task. **Prerequisite for progression** Students articulate their understanding of the task/challenge through oral conversation and if appropriate a written (scribed) statement outlining the factors they must consider. **To progress to the next lesson students, need to:** • Define their understanding of the challenge they are to undertake. • Show an understanding of the tasks involved. • Sequence tasks in a logical progression; and • Evaluate their definition for completeness.	<u>Small-group activity:</u> › **Share** a copy of **Student Resource: Task Sheet, Page 1** with the students. Download document at https://education.ozharvest.org/student-resources/ › **Share** a copy of **Student Resource: Define the Task, Page 2,** ask students to define the task and list the factors they must consider. Download document at https://education.ozharvest.org/student-resources/ › **Ask** students what they might need to know more about, in order to undertake the task, set by OzHarvest. o How might hand drawn illustrations, food photography and/or digital technologies be used to explain and document the foods and processes used in creating the recipes? o What tools, equipment and procedures might be needed? o How might they evaluate their recipes and work samples, their design, and the information it communicates? › **Invite students** to recall the focus of the task that OzHarvest has invited them to undertake. Do they need to know more about food waste? Do they need to know something about the fruit and vegetable food groups? Do they have to know something about how to cook recipes that use food that might otherwise be wasted? Do they need to find inspiring recipes before they design and present their recipes? Other suggested activities › **Optional Learning Experiences:** Activity 1 conduct an in-class food waste audit to see and understand the different types of waste created in your class. It's a fun and scientific process, and information gathered will help your class focus their campaign to reduce food waste. Download document at https://education.ozharvest.org/teacher-resources/ › **Discover** more about OzHarvest (3:02 min) and some facts about food waste using the OzHarvest website. › **Talk** about how at its most basic level, food is a source of nourishment, without which we could not live. › **Discuss** how food also has deep social meaning and how it can serve as a mark of culture and celebration. › **Begin a graffiti board** in the classroom on which students make a list of different foods eaten by different cultures. Ask students to add which foods are the key to their own cultural diet to the graffiti board.

	Define	**Note:** The Prerequisite for Progression are the checkpoints that occur at the end of each stage of the learning sequence. This is the time at which formative feedback is given to the students about what they have accomplished in that stage. It describes what the students must complete before they move onto the next phase of the unit. *(Crockett, et, al, 2011)*	Have you considered…. › Linking FEAST with the English syllabus - procedural texts. Do you need to make this explicit for the students? › Do your students need to discuss responsible digital citizenship before undertaking this program? What do they need to learn to be able to illustrate the steps involved in their recipe using labelled drawings and supporting procedure? › **As a homework task**, ask students to undertake a home audit of the fridge and cupboard and record: o Foods regularly thrown away from your fridge. o Foods regularly thrown away from your cupboard. o What types of food often end up in the bin? o Ways we can avoid letting these items go to waste. See: Home Food Audit **Graph** the class results. Which foods are commonly wasted and why?

Lesson Theme / Aust Curriculum outcomes	Solution Fluency	Students learn to/about	Teaching & Learning
LESSON 2: Change Makers and Where Food Comes From Science AC9S5H01 AC9S6H01 AC9S5H02 AC9S6H02 AC9S5I01 AC9S6I01 AC9S5I02 AC9S6I02 AC9S5I03 AC9S6I03 Technologies AC9TDE6K01 AC9TDE6K03 AC9TDE6K04 AC9TDE6K05 English AC9E5LY04 AC9E6LY04 AC9E5LY05 AC9E6LY05 Mathematics AC9M5ST03 AC9M6ST03 AC9M5N05 AC9M6N05 HASS AC9HS5K08	Discover	Students' research, read, view, listen to, discuss, gather, and organise ideas about: change makers; how food is produced for our health; food waste; ways to cook using food that might otherwise be wasted; and how to create recipes that can educate others about healthy eating and preventing food waste. Students learn about where food comes from in small groups, watch and listen to a range of stories about how food is produced and introduce a range of Australians who produce foods for us to eat and be healthy. **To progress to the next lesson students, need to:** • Collect information pertinent for the task. • Make use of the information collected; and • Apply the collected information to develop a broader understanding of the task.	Recommended activities: Whole-class activity- Change makers › **Discover** a change maker like Ronni Kahn who is the force behind the food rescue organisation OzHarvest. Watch the video to learn about OzHarvest (3:02 min), explore the OzHarvest Market Webpage and video (1:11min.) › **Discover** a change maker named Steven Satterfield who is a chef and author of a cook book with recipes that use food that might otherwise be wasted, like carrot tops and apple cores into sauces, salads, stews, desserts and more. › **Discuss** how these change makers are in the solution business and how they all built, designed or constructed things with a purpose in mind. Talk about the Maths and Science/Technology skills they use in their work. › **Remind** students of their roles as change makers in the FEAST Program through improving what they eat and their food waste awareness. › **Students brainstorm** and record their understanding and skills needed to educate others about healthy eating and preventing food waste. For example, I need to learn about ways to stop wasting food, how to prepare food, and about healthy eating. Group activity – Where does our food come from? Use **Student Resource: Discover Creative Solutions, Page 3** for students to record notes. • Learn about the journey of a carrot by viewing "The Carrot Journey" video by OzHarvest (3:32min). • Where does the 'most hated vegetable' Brussel Sprout come from and why is it so healthy? Watch the video by ABC BTN (3:36min) • Find out where bread comes from, by viewing the ABC Splash video (6:43 min). • Find out where honey comes from, by viewing the ABC Splash video (5:11 min). • Discover how milk gets from the farm to you, by viewing the ABC Splash video (5:25 min). As a class, identify and define terms or key words about which students are uncertain. Once defined, ask the students to explain the meanings of the terms to others. Draw a **flow chart** or use an online learning tool such as Canva flowcharts to explain how foods are produced for us to be healthy.

	Discover	**Skills:** Safety and hygiene, cutting and slicing, mixing, shaping, and layering. Students learn basic safety and hygiene skills that are needed to prepare food in a classroom setting. Safety and hygiene concerns include: • Washing hands before preparing food. • Ensuring food is prepared in a clean environment. • Working in a safe and cooperative manner with classmates.	Practical Cooking Activity – Fruit Skewers with Natural Yoghurt or Peach Parfait or Muesli Bliss Balls OzHarvest recommends that all classes make a simple cold recipe as their first cooking activity to introduce students to the importance of basic kitchen hygiene and safety before attempting more complex recipes. It is recommended that teachers' **set-up each group's workstation** with all cooking equipment (except knives) prior to the students arriving, ensuring each workstation has **serving dishes** on hand. Whole Class Activity › **Discuss** cooking procedures and food safety. Refer **Page 2 of Cold Recipes.** Download document at https://education.ozharvest.org/teacher-resources/ › **Read** through the recipe with whole class. › **Demonstrate** how to prepare the recipe. • **Watch** FEAST Ambassador Colin Fassnidge and his daughters demonstrate making Fruit Skewers (2:48min). • **Chop** different shaped fruit safely e.g., cut fruit to make a flat surface and make a claw shape with your hand holding the food – keep your fingertips clear of the knife. If time permits students watch Knife Safety (1:17min) and Knife Skills (2:46min) by OzHarvest. • **Build** the layers for the Peach Parfait. • **Form** the mixture into balls for the Muesli Bliss Balls. › **Form groups and allocate roles**: recommended group size: 5-6 students (6 groups). Role template available in practical resources section at https://education.ozharvest.org/teacher-resources/ › **Students wash hands.** › **Hand out knives** when students have collected their ingredients and assembled at their workstations. › **Students prepare dish.** › **Students wash dishes and clean up:** explain the planned washing up process, including wiping down workstations and pack away/reset for next class. › **Students eat.**

			Whole class activity - Wrap up: › **Think** about the recipe that you just created. How does it reduce food waste and what health benefits can we get from it? › **Discuss** what safety and hygiene procedures and skills students learnt that can be repeated each practical lesson. Skills and procedure could include allocating roles in each practical group, washing hand for 30 seconds before starting the practical and making sure workspaces are clean and tidy (wiping down benches, washing, drying and packing away equipment). Optional Learning Experience **Activity 9 Food Safety and Hygiene.** Download document at https://education.ozharvest.org/student-resources

LESSON 3: Using STEM Thinking for Problem Solving Science AC9S5H01 AC9S6H01 AC9S5H02 AC9S6H02 AC9S5I01 AC9S6I01 AC9S5I02 AC9S6I02 AC9S5I03 AC9S6I03 Technologies AC9TDE6K03 AC9TDE6K04 AC9TDE6K05 English AC9E5LY02 AC9E6LY02 AC9E5LY03 AC9E6LY03 AC9E5LY04 AC9E6LY04 AC9E5LY06 AC9E6LY06 Mathematics AC9M5M01 AC9M6M01 AC9M5ST03 AC9M6ST03 AC9M5N05 AC9M6N05 HASS AC9HS5K08 AC9HS6K08	Discover	**STEM challenge:** Use STEM thinking and science inquiry skills to be a change maker. Change Makers. ▪ Dream big. ▪ Take risks. ▪ Explore ▪ Imagine new possibilities. ▪ Show courage. ▪ Express creativity and ▪ Embrace challenge. Students observe and discuss the colour, smell, and texture of each ingredient. Students observe each ingredient and predict what it will do when combined. Students follow instructions to make the recipe (for example slice and dice all ingredients) and students observe the result and compare their and other student's recipes.	Recommended activity: Whole class activity **STEM Challenge 1** is titled **'Create a Hypothesis'**. › Use **Student Resource- STEM Inquiry Activities, Page 4.** Download document at https://education.ozharvest.org/student-resources/ › Which of the following would **NOT** be a hypothesis? A hypothesis is a testable claim or theory about something that can be proven by a fair test. › Add to the following questions and place them on the table or screen. • If fruit is kept in the fridge, it will then last longer than in the fruit bowl. • Wasting food is bad for the environment. • If I keep bread in the freezer, then it won't go mouldy. • A third of all food produced is wasted. • Bananas are tastier than apples. › **Ask** students to discuss each question, and whether or not it is a hypothesis, explaining their choices. › **Ask** students to create their own hypothesis about a food and record these. For example: Create a Hypothesis, what do you predict? I hypothesise that if …… then …… Whole class discussion: **Talk** about the science of chemistry in food production. › Ask students who can recall a science experiment where substances are mixed. Share recollections as a class. Talk about how in science, 'a mixture' refers to a material that is made up of two or more substances. › Ask students about what questions scientists, technologists, engineers, and recipe designers might ask before they start a project to prevent food waste?

		Cooking Skills: Science and chemistry in food production, measuring, slicing and dicing, mixing, and working with heat. **To progress to the next lessons students, need to:** • Collect information pertinent for the task. • Make use of the information collected. • Apply the collected information to develop a broader understanding of the task. • Use the collected information to structure the task; and • Review the information and make judgements on the depth and breadth of information the task requires and apply the information using imaginative and focussed strategies and techniques.	Practical Cooking Activity- Fast Fritters or Tzatziki Dip with Vegetable Sticks or Quick Pickle Vegetables OzHarvest recommends introducing students to the importance of measuring to produce a recipe in this lesson. **Set-up each group's workstation** with all cooking equipment (except knives) prior to the students arriving, ensuring each workstation has **serving dishes** on hand. **Test whether the electric fry pans** are overloading the power in the room as this may result in a power outage. **Do you have a student with an egg allergy?** Consider making Tzatziki Dip with Vegetable Sticks instead of the Fast Fritters or use an egg substitute. Whole-class activity › **Discuss safety** with electric fry pans, adults turn on for students and supervise use. Never turn electric fry pans to full heat, use 2/3 or moderate heat as a maximum. › **Discuss how to read recipe measurements** by referring to page 3 of the recipe booklet and watching the following video How to measure (2.53 min) by OzHarvest. › **Read** through the recipe with whole class. › **Demonstrate** how to prepare the recipe. • **Watch** FEAST Ambassador Colin Fassnidge and his two daughters demonstrate making Fast Fritters (2:50min). • Chop carrot safely e.g., cut lengthways to make a flat surface and make a claw shape with your hand holding the food – keep your fingertips clear of the knife. If not previously viewed, watch Knife Skills (2:46min) by OzHarvest. › **Form groups**: same as last week but swap roles › **Students wash hands.** › **Hand out knives** when students have collected their ingredients and assembled at their workstations. › **Students prepare dish.** › **Students wash dishes and clean up.** › **Students eat.**

			Discussion points during cooking • Consider the chemistry of cooking, ask the students to carefully observe the smell, colour, texture, taste of the ingredients, and predict what will happen when change of state from liquid to solid, colour change, gas created (bubbles). • The acid from the vinegar will preserve the vegetables by killing off any microorganisms to prevent spoilage. Whole class activity - Wrap up Think about the recipe that you just created. • What new cooking skills did the students learn? • How does it reduce food waste? • What health benefits can we get from it? Other suggested activities: Small Group activities challenging students to use STEM thinking to investigate more about food. **Optional Learning Experience - Activity 7 STEM Challenges.** Download document at https://education.ozharvest.org/student-resources/ Pose the question 'What happens when we are curious like scientists and investigate and make fascinating discoveries?' • Set up small group activities with pictures, flashcards, or actual sample of food. • STEM Challenge 2 is titled 'Using up fruit in a recipe'. • STEM Challenge 3 is titled Create your own 'use it up' recipe. • STEM Challenge 4 is titled 'Create a recipe with unused veg found in the fridge'. • STEM Challenge 5 is titled 'What goes into producing fruit and vegetables?' Re-group after the STEM inquiry activities and reflect on what has been learned from this experience and critique the recipes. • Do they help reduce food waste? • Are they healthy recipes? • Do they help increase knowledge and confidence to prepare and eat nutritious food in a sustainable manner?

Lesson Theme / Aust Curriculum outcomes	Solution Fluency	Students learn to/about	Teaching & Learning
LESSON 4: Learning How to Stop Wasting Food Science AC9S5H01 AC9S6H01 AC9S5H02 AC9S6H02 AC9S5I01 AC9S6I01 AC9S5I02 AC9S6I02 AC9S5I03 AC9S6I03 Technologies AC9TDE6K03 AC9TDE6K04 AC9TDE6K05 English AC9E5LA03 AC9E6LA03 AC9E5LA07 AC9E6LA07 AC9E5LY02 AC9E6LY02 AC9E5LY03 AC9E6LY03 AC9E5LY04 AC9E6LY04 AC9E5LY05 AC9E6LY05 AC9E5LY06 AC9E6LY06 Mathematics AC9M5M01	Discover	Students learn about: › Wasted food and how producing food takes energy and resources to grow, process, produce and transport the product. › How putting less food waste in the bin eases pressures on our environment. Students define three skills needed to stop wasting food. 1. check the food in the fridge regularly, 2. look at use by dates and move food around in the fridge and the cupboard, 3. putting what needs to be used at the front. Students identify advantages, disadvantages and opportunities for ingredients used in the recipes.	Recommended activities: Whole class activity: › Investigate food waste by viewing Food Waste Explained (2:12min) by OzHarvest and downloading and using the OzHarvest infographic. › Watch Food Fighter – Sydney Harbour(0:35min) by OzHarvest to see what $36.6 billion of food waste looks like, putting into context how much Australians waste in food each year. Small group activity: Researching food waste. › Ask students in their groups to research and write a report that outlines information about food waste, using the information and links from OzHarvest below: **See Student Resource: Food Waste, Page 5**. Download document at https://education.ozharvest.org/student-resources/ • Food Waste Facts: https://www.ozharvest.org/food-waste-facts/ • Top Five Wasted Foods: https://www.woolworths.com.au/shop/discover/food-savers/top-5-wasted-household-food-items • Fight Food Waste saving habits: https://www.ozharvest.org/fightfoodwaste/what-to-do/ Whole class activity: › Watch Behind the News by ABC Education about Food Waste (1:30 min) and discuss what can we do to make a difference? So, next time you're out shopping, ask whoever you're with to think about buying only what they, and you, really need. Individual student activity › Use the FEAST **Student Resource: Plus-Minus-Interesting (PMI) Page 6** to identify the advantages, disadvantages and interesting ideas about ingredients that can be used in student recipes. Download document at https://education.ozharvest.org/student-resources/

AC9M6M01 AC9M5ST03 AC9M6ST03 AC9M5N05 AC9M6N05 HASS AC9HS6K08		**Skills:** measuring, mixing, slicing, whisking, and frying. **Prerequisite for progression:** Students have worked as a class, individually and in their groups and collected research about how food is produced for our health and nutrition; what food waste is; ways to cook using food that might be wasted; different ways to cook; ways they can prepare, select ingredients, and design and create recipes that can educate others about healthy eating and preventing food waste. **To progress to the next lessons students, need to:** • Collect information pertinent for the task. • Make use of the information collected. • Apply the collected information to develop a broader understanding of the task. • Use the collected information to structure the task; and	Practical Cooking Activity – Sandwich Sushi or French Toast or From The Fridge Omelette OzHarvest recommends introducing the cooking class food audit to address the importance of not wasting food when cooking. Download document in the practical portal at https://education.ozharvest.org/teacher-resources/ **Set-up each group's workstation** with all cooking equipment (except knives) prior to the students arriving, ensuring each workstation has **serving dishes** on hand. **Test whether the electric fry pans** are overloading the power in the room as this may result in a power outage. **Do you have a student with an egg allergy?** Consider making the Sandwich Sushi. Whole-class activity › **Discuss safety** with electric fry pans, adults turn on for students and supervise use. Never turn electric fry pans to full heat, use 2/3 or moderate heat as a maximum. › **Read** through the recipe with whole class. Can any ingredients be sourced from the school garden? › **Demonstrate** how to prepare the recipe. • Watch How to use a box grater (1:14min) by OzHarvest • Watch How to crack an egg (1.55min) by OzHarvest › **Form groups:** same as last week but swap roles › **Students wash hands.** › **Hand out knives** when students have collected their ingredients and assembled at their workstations. › **Students prepare dish.** › **Students wash dishes and clean up.** › **Students eat.** Whole class activity – Wrap up. **Think** about the recipe that you just created. How does it reduce food waste and what health benefits can we get from it? **Discuss** what other ingredients could be added into the omelette mixture or what other vegetables could be used in the sandwich sushi or what other toppings can be put on the French toast to prevent those ingredients from going to waste.

		• Review the information and make judgements on the depth and breadth of information the task requires and apply the information using imaginative and focussed strategies and techniques. Websites, videos, images and recipes are used to contextualise understanding. Students will share their ideas with peers, the teacher and family.	Suggested activities: › **Optional Learning Experiences:** Activity 8 'Group Work: What can you create with these ingredients?' (groups of 4). › **Optional Learning Experiences:** Activity 10 'Lunch box love letters'. Lunch box love letters are a fun way for students to start the conversation and help reduce lunchbox food wase. After lunch, students write a short note (using the templates provided) about the food they like (or don't like) and place it in their lunch box. Download Optional Learning Experiences at https://education.ozharvest.org/student-resources/ **Homework activity:** Look through recipe books and websites and research how food photography is used to make food look appealing. **Ask each student** to share what their research has told them and what they still must accomplish within the task with their peers, the teacher and family.

Lesson Theme / Aust Curriculum outcomes	Solution Fluency	Students learn to/about	Teaching & Learning
LESSON 5: Learning About Healthy Eating Science AC9S5H01 AC9S6H01 AC9S5H02 AC9S6H02 AC9S5I01 AC9S6I01 AC9S5I02 AC9S6I02 AC9S5I03 AC9S6I03 Technologies AC9TDE6K03 AC9TDE6K04 AC9TDE6K05 English AC9E5LY02 AC9E6LY02 AC9E5LY03 AC9E6LY03 AC9E5LY04 AC9E6LY04 AC9E5LY05 AC9E6LY05 AC9E5LY06 AC9E6LY06 Mathematics AC9M5N07 AC9M6N07 AC9M5M01 AC9M6M01 AC9M5N05 AC9M6N05	Discover	**Teacher background information and learning goals** We all need the skills to learn how to prepare and eat healthy nutritious food. In Australia one in four children are overweight or obese. The poor dietary behaviours associated with overweight and obesity are avoidable and can be largely attributed to lack of knowledge and awareness. Students research why it is important to be aware of healthy eating and what behaviours can ensure we live a healthy and nutritious life. **Skills:** Following steps in preparing a recipe, slicing, mixing, measuring, and working with heat.	Recommended activities: Whole Class discussion › **Focus** on the meaning of healthy food. **Ask** students to define healthy foods. **See** Unit of Work – Fact Sheet 3, Guide to Healthy Eating **for more information**. Download document at https://education.ozharvest.org/teacher-resources/ › **Brainstorm** what are the different food groups. › **Access** the Australian Guide to Healthy Eating Individual Student Activity › **Discover** more about food groups in relation to their own diet through completing the activity in Student Resource: Food Groups, Page 7. Download document at https://education.ozharvest.org/student-resources/ › Using the 5 food groups page from the Australian Guide to Healthy Eating website, view the foods that belong to each group and locate information about the recommended average daily number of serves from each of the 5 food groups for children and complete **Student Resource: Food Groups, Page 8.** Download document at https://education.ozharvest.org/student-resources/ Practical Cooking Activity - Bircher Muesli or Banana Pikelets or Rainbow Salad Roll **Set-up each group's workstation** with all cooking equipment (except knives) prior to the students arriving, ensuring each workstation has **serving dishes** on hand. **Do you have a student with an egg allergy?** Consider using an egg substitute from the practical guide page 8. Whole-class activity › **Discuss safety** with electric fry pans, adults turn on for students and supervise use. Never turn electric fry pans to full heat, use 2/3 or moderate heat as a maximum. › **Read** through the recipe with whole class. Can any ingredients be sourced from the school garden for the Rainbow Salad Roll? › **Demonstrate** how to prepare the recipe. • Watch How to use a box grater (1:14 min) by OzHarvest. • If not previously viewed, watch How to measure (2.53 min) by OzHarvest. › **Form groups:** same as last week but swap roles

Health and Physical Education AC9HP6P09 AC9HP6P10		**To progress to the next lesson students, need to:** ▪ Propose ways they will incorporate healthy eating into developing their recipes and their daily lives.	› **Students wash hands.** › **Hand out knives** when students have collected their ingredients and assembled at their workstations. › **Students prepare dish.** › **Students wash dishes and clean up.** › **Students eat.** Whole class activity – Wrap up. › **Discuss** how many different foods from each of the 5 food groups are in the meal. › **Discuss** that eating a rainbow of different fruits and vegetables is a simple way of reminding you that a variety of fruits and vegetables in your diet will get you the vitamins and minerals you need and that you can learn a lot about your food just by looking at it. › **Discuss** the recipe that you just created. How does it reduce food waste and what health benefits can we get from it? › **Tell students** that next week's practical is a full meal. They will not need additional lunch food and should bring a container to take leftovers home. Suggested activities: › **Optional Learning Experience** Activity 2: 'Healthy Eating and Nutrition'. Students research the role of fruits and vegetables in maintaining a healthy diet and build a nutrition program from the ground up. Download document at https://education.ozharvest.org/student-resources/ › **Optional Learning Experience** Activity 6: 'Traffic Light Quiz' to introduce students to the Australian Guide to Healthy Eating (AGHE) and to facilitate the development of personal nutrition goals. › **Ask** students to create a **'Healthy Eating Quiz'** that features six ideas around preparing nutritious foods. For example, what might you peel for a potato salad? Name two vegetables that you need to take out of pods. Which vegetables are grated to make coleslaw? › Students **brainstorm** and record additional ways to communicate the steps in preparing a recipe, for example drawings, photos, video, writing and demonstrating. **Discuss** how the class would like to communicate their steps for producing the recipes in the School Family Cookbook.

LESSON 6: The Design Brief Science AC9S5H01 AC9S6H01 AC9S5H02 AC9S6H02 AC9S5I01 AC9S6I01 AC9S5I02 AC9S6I02 AC9S5I03 AC9S6I03 Technologies AC9TDE6K01 AC9TDE6K03 AC9TDE6K04 AC9TDE6K05 AC9TDE6P01 AC9TDE6P02 AC9TDE6P03 AC9TDE6P04 AC9TDE6P05 English AC9E5LY02 AC9E6LY02 AC9E5LY03 AC9E6LY03 AC9E5LY04 AC9E6LY04 AC9E5LY05 AC9E6LY05 AC9E5LY06 AC9E6LY06 Mathematics AC9M5N05 AC9M6N05	**Dream** *Revisit the 'solution fluency' See 'Solution Fluency', Global Digital Citizen Foundation website, and the solution fluency video 'Solution Fluency' YouTube (3.13 min)*	Students imagine how they are going to select ingredients and design and create recipes using food that might otherwise be wasted. Then illustrate the steps involved in cooking with a labelled drawing and supporting procedure describing how to cook the recipe. Students imagine how they are going to use hand drawn illustrations, food photography or digital technologies to explain and document the foods and the processes to create their recipes. **Cooking Skills:** grating, layering, mixing, and rolling. Measuring and working with heat. **Prerequisite for progression:** The students in their groups have chosen their key ideas for their recipe(s). They have visualised and discussed how they want to design and create their recipe(s). They have identified ways to create recipes using food that might otherwise be wasted. Each group has developed a solution for how they will design and create their labelled drawing	Recommended activities: Whole class discussion › **Discuss** with the class that in their cooking groups they are going to start to design and create their own recipes for the cookbook. › **Discuss** additional factors they need to consider when creating their recipe for example. • cultural needs of their classmates, • allergies and intolerances their classmates may have, and • how they can ensure the food is safe to prepare and eat. › **Discuss** recipe options and consider viewing FEAST Free Resources on the OzHarvest FEAST website or view OzHarvest's Use It Up Recipe library. › **Talk** about things like, will they use digital or non-digital equipment and tools? How might they work safely and cooperatively? How might they appropriately source their images and information that are used to create their recipes? › **Ask students** how they might evaluate whether their ideas for what they are creating meet the original criteria of their task. › **Highlight** the need for students to write a paragraph about how the recipe addresses food waste and healthy eating. Small group activity › Students revisit and discuss their **Task Sheet-** Student Resources, **Page 1,** and their **Definition of the Task - Student Resources, Page 2.** Download the document at https://education.ozharvest.org/student-resources/ › **Invite students** to start brainstorming possible recipe ideas and begin visualising their own recipes. › **Ask students** to dream possible solutions and think about the best way to design their recipe. › **Complete Student Resource:** Dream Possible Solution, Page 9 and 10 by answering the questions. Download document at https://education.ozharvest.org/student-resources/

		supported with a procedure describing how to cook with a food rescued from school or home, and imagined how they will represent the recipe and processes used using hand drawn, food photography or digital technologies. They have answered the questions posed in the dream phase. **To progress to the next lessons students, need to:** • Propose solutions about the ways they will design and create their work samples; and and • Draft a storyboard or a table to outline information that needs to be gathered, who is responsible, where they will seek information, and how it will be gathered.	<u>Whole-class activity</u> ○ As a class, develop the criteria for assessing the recipe. Students should refer to the Task Sheet to determine key elements and the criteria for assessing learning when designing and making their recipe. Practical Cooking Activity – Crunchy Noodle Salad <u>or</u> Honey Soy Noodle Stir Fry <u>or</u> San Choy Bau **Set-up each group's workstation** with all cooking equipment (except knives) prior to the students arriving, ensuring each workstation has **serving dishes** on hand. <u>Whole Class Activity</u> › **Read** through the recipe with whole class. Can any ingredients be sourced from the school garden? › **Demonstrate** how to prepare the recipe. • **Watch** FEAST Ambassador Colin Fassnidge and his two daughters demonstrate making Crunchy Noodle Salad (2:54min) › **Form groups:** same as last week but swap roles › **Students wash hands.** › **Hand out knives** when students have collected their ingredients and assembled at their workstations. › **Students prepare dish.** › **Students wash dishes and clean up.** › **Students eat.** <u>Whole class activity - Wrap up</u> › **Think** about the recipe that you just created. How does it reduce food waste and what health benefits can we get from it? › **Crunchy Noodle Salad or Honey Soy Noodle Stir Fry or San Choy Bau** are recipes from a variety of cultures. **Ask students** to think about their favourite cuisine (Mexican, Thai, Chinese, Indian, and Italian) as they dream up their own recipes. › **Tell students** that next week's practical is a full meal. They will not need additional lunch food and should bring a container to take leftovers home.

			Suggested activities: **Homework activity:** Look through recipe books and websites. Ask students to consider: ▪ How food science or nutritionist professionals organise their design information and questions? ▪ How procedures and labelled drawings, food photography or videos clearly display information? ▪ How the information/data in a procedure and labelled drawing make it more effective/easier to read, find information, and understand the steps involved? Students modify their procedures and labelled drawings if appropriate.
LESSON 7: Generating Ideas Science AC9S5H01 AC9S6H01 AC9S5H02 AC9S6H02 AC9S5I01 AC9S6I01 AC9S5I02 AC9S6I02 AC9S5I03 AC9S6I03 Technologies AC9TDE6K03 AC9TDE6K04 AC9TDE6K05 AC9TDE6P02 AC9TDE6P03 AC9TDE6P04 AC9TDE6P05 English AC9E5LY03 AC9E6LY03	**Dream**	Students: ▪ Use a range of resources for the recipe design. ▪ Investigate different methods of preparing and making their recipe. ▪ Add new ideas to their mind map and discuss which are the most appropriate, and ▪ Sketch and annotate (make notes on) the design. Refer to the design brief and challenge set. **Cooking Skills:** mixing, knife skills or working with heat, mixing and slicing.	Recommended activities Small group activity › **Ask students** to discuss as a group which recipes they will create and start their design brief. For example, 'I am going to design and make...' › **Students generate** a mind map that incorporates all ideas from the group. Students consider having headings for the factors they must consider (**Student Resource:** Define the Task, Page 2 – download document at https://education.ozharvest.org/student-resources/ to ensure all requirements are met. › Students consider: How are opposing ideas addressed? (Include both ideas and later select the better design). Whole Class Discussion Students **brainstorm** and record additional ways to communicate the steps in preparing a recipe, for example drawings, photos, video, writing and demonstrating. **Discuss** how the class would like to communicate their steps for producing the recipes in the School Family Cookbook.

AC9E5LY04 AC9E6LY04 AC9E5LY05 AC9E6LY05 AC9E5LY06 AC9E6LY06 Mathematics AC9M5N05 AC9M6N05			Practical Cooking Activity - Chickpea and Lentil Kofta Pita Pockets or Wholemeal Burrito Wrap or Tortilla Wraps with Butter Bean Hummus and/or Turkish Carrot Yoghurt Dip **Set-up each group's workstation** with all cooking equipment (except knives) prior to the students arriving and ensure to have **serving dishes** on hand. **Do you have a student with a sesame allergy?** Substitute tahini with 1 tablespoon of lemon juice and 1 tablespoon of olive oil. **Logistics for tortilla and dips recipe**: the carrot dip and tortillas both require the frypan. Consider having 1-2 students fry the grated carrots first while other students prepare the tortilla dough. Each student should roll out their own tortilla. Then while tortillas are cooking, the dips can be prepared. Whole Class Activity **Read** through the recipe with whole class. Can any ingredients be sourced from the school garden? › **Demonstrate** the skills needed in the recipe: how to form the kofta shape, roll out the tortilla dough or wrap a burrito. • **Watch** How to knead and shape dough (2:23min) by OzHarvest. › **Form groups:** same as last week but swap roles › **Students wash hands.** › **Hand out knives** when students have collected their ingredients and assembled at their workstations. › **Students prepare dish.** › **Students wash dishes and clean up.** › **Students eat.** Whole class activity - Wrap up **Discuss** how these recipes address food waste and health and nutrition requirements. **Ask** students to dream about how they could adapt today's recipe to include other vegetables that may need to be used up. E.g. • Add guacamole or grated carrot to the burrito, • Make other dips using vegetables such as tzatiki or avocado dip. • Add lettuce or diced capsicum to the pita pocket

			Suggested activity: › **Optional Learning Experience:** Activity 4 'Create the Family Cookbook'. Download document at https://education.ozharvest.org/student-resources/ › Ask students to design and draft aspects of a cookbook other than the recipes including: • A template for the recipes • An index • Introduction • Information about food waste • Ideas about how to reduce food waste. • Information about cooking safely and hygienically See School Cookbooks examples **on the FEAST website**
LESSON 8: Designing the Recipe Science AC9S5H01 AC9S6H01 AC9S5H02 AC9S6H02 AC9S5I01 AC9S6I01 AC9S5I02 AC9S6I02 AC9S5I03 AC9S6I03 AC9S5I04 AC9S6I04 Technologies AC9TDE6K01 AC9TDE6K03 AC9TDE6K04 AC9TDE6K05 AC9TDE6P01 AC9TDE6P02 AC9TDE6P03 AC9TDE6P04 AC9TDE6P05	**Design**	Students develop design techniques and research skills whilst referring to a design brief/challenge. Students' action how they are going to select ingredients and design and create recipes using food that might otherwise be wasted and then illustrate the steps involved with a labelled drawing and supporting procedure. Students prepare and action how they are going to use hand drawn illustrations, food photography or digital technologies to explain the foods and processes used in creating their recipes.	Recommended activities: **Small Group activity: Finalising the recipe.** › **Students develop a project plan** to outline how the group will select ingredients and create a recipe using food that might otherwise be wasted. They should consider who in their group is responsible for what task, when it is to be undertaken and how it will be undertaken by completing **Student Resource:** Design Solutions Creating Recipe, Page 11. Download document at https://education.ozharvest.org/student-resources/ › **Ask** students to reflect on the recipes they have previously made and consider how they will incorporate reducing food waste and healthy eating into their recipe. › **Ask** students to draft the steps involved in making their chosen digital or non-digital work samples. See **Student Resource:** Deliver your solution: List ingredients and equipment, Page 13. Download document at https://education.ozharvest.org/student-resources/. Students write the full list of ingredients and equipment used in the recipe. Make sure students include all the quantities. › See **Student Resource:** Deliver your solution: Steps to create recipe, Page 14. Download document at https://education.ozharvest.org/student-resources/ Students write down all steps involved in creating the recipe.

English AC9E5LA03 AC9E6LA03 AC9E5LA07 AC9E6LA07 AC9E5LY02 AC9E6LY02 AC9E5LY03 AC9E6LY03 AC9E5LY04 AC9E6LY04 AC9E5LY06 AC9E6LY06 AC9E5LY07 AC9E6LY07 Mathematics AC9M5N05 AC9M6N05 Health and Physical Education AC9HP6P09 AC9HP6P10		**To progress to the next lesson, students need to:** ▪ Develop and implement their work plans and test out their recipe for their foods using appropriate food safety principles and processes, and ▪ Develop a creative recipe design using food that might otherwise be wasted, and illustrate the steps involved with a labelled drawing and supporting procedure.	› **Ask** students to draft the steps involved in delivering their final recipe. See **Student Resource:** Deliver your solution: Educate about food waste, Page 15. Download document at https://education.ozharvest.org/student-resources/ Students write some key facts and figures to help educate people about food waste. **Small Group activity: Plan the recipe presentation.** › See **Student Resource:** Deliver your solution: Group presentation, Page 16. Download document at https://education.ozharvest.org/student-resources/ › Students write the introduction, body, and conclusion for the presentation. › Presentations must include: • Recipe(s) made uses food that might otherwise go to waste. • A procedure that illustrates the steps involved in cooking with their chosen food. • A labelled drawing that documents and explains the foods and processes used in creating the recipe(s) • A presentation/speech ready to 'sell' their design, explaining how the design solution satisfies the needs identified in the design brief. **ICT options**: Canva, Movie Maker, and Web 2.0 tools **Individual Student Activity: Writing up the recipe.** › Students write their final recipe in their chosen digital or non-digital work samples. See Student Resource: Make your own recipe, Page 17 **or** Make your own recipe editable template. Students draft their final recipe. Download document at https://education.ozharvest.org/student-resources/

			Suggested activities: Small Group Activity: Cook › If facilities and equipment are available, invite students to implement their plans and **test out their recipe** using appropriate food safety principles and processes. Whole Class activity: Plan the launch. › **Class discussion** around the launch of the cookbook, who is invited to the book launch, what will be displayed or spoken about at the book launch, when will it take place and where will it take place. › **Students begin a project plan** to outline how they will launch their cookbook/recipe. See **Student Resource**: Design Solutions Cookbook Launch, Page 12. Download document at https://education.ozharvest.org/student-resources/ Ask questions including: • How would we make this happen? • What knowledge do we have, and what do we still need to research? • What skills do we have, and what skills are missing? Students invite OzHarvest staff, students, teachers, volunteers and parents to attend a function to celebrate all things rescued.

Lesson Theme / Aust Curriculum outcomes	Solution Fluency	Students learn to/about:	Teaching & Learning
LESSON 9: Delivering the Recipe Science AC9S5H02 AC9S6H02 AC9S5I02 AC9S6I02 AC9S5I03 AC9S6I03 AC9S5I05 AC9S6I05 AC9S5I06 AC9S6I06 Technologies AC9TDE6K03 AC9TDE6K04 AC9TDE6K05 AC9TDE6P04 AC9TDE6P05 English AC9E5LA03 AC9E6LA03 AC9E5LY02 AC9E6LY02 AC9E5LY04 AC9E6LY04 AC9E5LY06 AC9E6LY06 AC9E5LY07 AC9E6LY07	Deliver	Student groups deliver their recipes using food that might otherwise be wasted, including illustrations of the steps involved in cooking, a supporting procedure, and a short paragraph about how their recipe has addressed food waste. **To progress to the next lesson students, need to:** ▪ Produce and publish their recipe with their procedure and drawn, photographed or digital work samples that explain and document ingredients and the processes used in creating their recipe.	Recommended activities: **Whole Class activity: Presentations** › Students view and listen to presentations of other students' work samples and enjoy a lesson showcasing what has been discovered about preparing and cooking nutritious, flavoursome, aesthetically pleasing food that might have been wasted. › Students share their recipes by presenting their procedure and drawn, photographed or digital work samples explaining the foods and the processes used in creating their recipes. › Students use their procedure(s) and labelled drawing(s) to explain to others how they designed and created their recipes. › Students listen to presentations and reflect critically on: • How much do their fellow students know about the subject matter? • How well have they used their chosen medium? • What is unique or eye catching about their visual style? • What concepts about the subject matter have they chosen to emphasize? • Have they missed anything?

LESSON 10: Debrief Science AC9S5H02 AC9S6H02 AC9S5I05 AC9S6I05 AC9S5I06 AC9S6I06 Technologies AC9TDE6K03 AC9TDE6K04 AC9TDE6K05 English AC9E5LY02 AC9E6LY02 AC9E5LY06 AC9E6LY06	Debrief	Assess the results of the research undertaken to produce recipes using food that might otherwise be wasted and deliver illustrations of the steps involved in cooking with a labelled drawing and supporting procedure.	Recommended activities: Whole-class activity › Students reflect on their learning and all aspects involved researching and designing recipes that can be created using food that might go to waste and deliver their illustrations of the steps involved in cooking with those foods in a labelled drawing supported with a procedure describing how to cook with something rescued from school or home. › Students consider the following criteria: Was the writing informative and educational? How do they feel they represented their recipe(s), procedure(s), labelled drawing(s) and research? › Students identify and describe what the most surprising thing they learned. › Students evaluate their work samples and write about whether their work: • matched the definition of the task, and • educated others about healthy eating and preventing food waste. Individual student activity: evaluation Students evaluate their design and the processes followed to create it. See **Student Resource: Debrief and Reflect, Page 19.** ○ What did my family and I used to think/do? ○ How has our way of thinking changed? ○ What are we doing now to combat food waste and eat healthily? Students share their reflections in small groups. **As a homework task**, ask students to undertake a home audit of the fridge and cupboard and record: ○ Foods regularly thrown away from your fridge. ○ Foods regularly thrown away from your cupboard. ○ What types of food often end up in the bin? ○ Ways we can avoid letting these items go to waste. See: Home Food Audit. Reflect on results from audit conducted at the beginning of the program and discuss what has changed.

			Graph the class results. Which foods are commonly wasted and why? **Individual student activity: post-program survey.** Please complete the online student & teacher post-program surveys (this should take 10minutes. The link will have been emailed to you during Week 9 of the Term (please contact feast@ozharvest.org if you haven't received the link). You will need access to a device per student. › **For students completing a survey:** Show Ronni's "Thank you" video to encourage students to complete the survey. View video here: https://youtu.be/bxEL1LLWMjg › **For students not completing a survey:** please show this "Thank you" video from Ronni to your students to thank them for being part of our FEAST program and encourage them to continue their journey fighting food waste. View video here: https://youtu.be/e-ISR2iik60 **Student Cookbook:** OzHarvest would be delighted to showcase your classes' cookbook on our FEAST website cookbook gallery. Please email your finished cookbook to feast@ozharvest.org Please contact the FEAST team at FEAST@ozharvest.org if you have any questions or would like any additional resource. We thank you for delivering FEAST at your school.